

CHESNEE MIDDLE

805 South Alabama Ave.
Chesnee, SC 29323

Grades	6-8 Middle School	
Enrollment	478 Students	
Principal	Dale R. Campbell	864-461-3900
Superintendent	Dr. Scott J. Mercer	(864-578-0128)
Board Chair	Connie Smith	(864-574-4275)

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent*
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

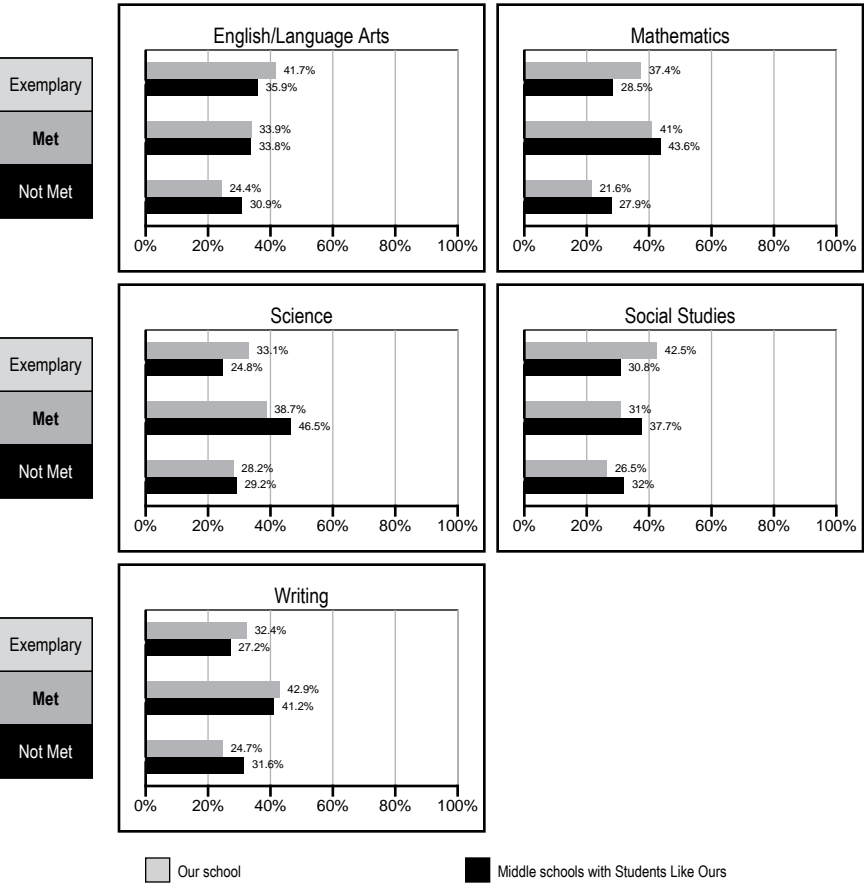
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	13	43	2	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.0%
English 1	100.0%	95.7%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	98.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=478)				
Students enrolled in high school credit courses (grades 7 & 8)	7.0%	Down from 8.4%	23.7%	24.5%
Retention rate	0.6%	Down from 1.4%	0.9%	0.7%
Attendance rate	95.2%	Down from 95.6%	95.6%	95.9%
Served by gifted and talented program	18.7%	Up from 14.8%	19.5%	17.8%
With disabilities other than speech	11.8%	Down from 13.8%	10.4%	9.2%
Older than usual for grade	0.0%	Down from 0.8%	1.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	71.0%	Up from 64.9%	61.2%	60.0%
Continuing contract teachers	87.1%	Up from 70.3%	87.5%	82.6%
Teachers returning from previous year	92.6%	Down from 94.1%	86.4%	85.6%
Teacher attendance rate	98.1%	Up from 94.8%	94.9%	95.3%
Average teacher salary*	\$50,223	Down 4.2%	\$46,544	\$46,300
Professional development days/teacher	10.2 days	Up from 9.2 days	9.2 days	9.9 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 19.7 to 1	21.5 to 1	21.5 to 1
Prime instructional time	91.1%	Up from 88.9%	89.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.2%	Up from 83.5%	97.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,714	Up 10.1%	\$7,486	\$7,634
Percent of expenditures for instruction**	61.6%	Down from 64.2%	64.4%	64.0%
Percent of expenditures for teacher salaries**	57.9%	Down from 61.8%	62.3%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2010-2011 school year, Chesnee Middle School continued in the tradition of being exceptional in academics for students and their teachers. Two teachers earned National Board Certification which brings our school's total to twelve. We had one of our teacher's to win the "Golden Apple" award from WYFF Channel 4. She was nominated by one of her students who had to write an essay as to why she deserved the award. Eighty-seven students were in the Beta Club. Over two hundred and fifty students were honored as STAR students. Nine eighth grade students qualified as Junior Scholars. Ten seventh grade students participated in the Duke University Talent Identification Project. Five Duke Scholars were recognized at the state level. Chesnee Middle School received Silver Palmetto Achievement Awards for overall performance and also for closing the achievement gap. Students and staff published a newsletter, The Aerie, and a variety of other indigenous publications. CMS also participated in the Accelerated Reader Program, and the Spelling Bee.

Chesnee Middle School shines with athletic achievements. Students enjoyed playing for the Fighting Eagles' football and basketball teams. The football team was the undefeated conference champions. Many of our students participate on the golf team, wrestling team, track team, softball and baseball teams at Chesnee High School.

Our students are artistic as well as intelligent. A record number of students auditioned for Region Band and we had two students to make the group. Ten students were selected to participate in the Limestone Honor Band. All of the students who participated in the Solo and Ensemble Festival received superior ratings. The orchestra students won their ninth consecutive Superior rating at the SCMEA Concert Festival. Our art students' projects were displayed at the Piedmont Interstate Fair and at an in-house show. Sixth grade students entertained local day care facilities and elementary school students by acting like famous characters in children's novels in "Characters Alive."

As part of our Character Education Program, the students of Chesnee Middle School participated in many charitable activities. Our school collected over twelve hundred dollars for the March of Dimes, fifty-one hundred for Relay for Life, and twenty-eight hundred for "Pennies for Patients". We also donated over two thousand cans of food for the Chesnee area food bank during the Thanksgiving Holiday. As a demonstration of our students' patriotism we participated in the "Stuff a Soldier's Stocking" and gave all of our donations to Blue Star Mothers. As part of our Veteran's Day program we had a breakfast to honor our veterans and their families. Faculty and staff also provided Christmas gifts for needy families in the Chesnee area.

Chesnee Middle School is proud of the accomplishments of our school family. The community and school amalgamate to inspire our young people to reach for excellence. We teach our students the importance of academic success, as well as the necessity of good citizenship to prepare them to build an even greater America.

Dale Campbell, Principal
 Laura Wyatt, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	165	115
Percent satisfied with learning environment	100.0%	80.6%	85.1%
Percent satisfied with social and physical environment	100.0%	85.9%	78.1%
Percent satisfied with school-home relations	88.5%	90.7%	69.9%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	487	99.8	24.2	34	41.8	84	86.4	82.4	Yes	Yes
Gender										
Male	269	99.6	31.8	31.8	36.5	78	84.3	78.7	N/A	N/A
Female	218	100	15	36.7	48.3	91.3	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	401	100	23.9	31.8	44.2	82.9	88.2	88.9	Yes	Yes
African American	58	98.3	25.5	43.6	30.9	92.7	80.7	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.8	93	I/S	I/S
Hispanic	23	100	21.7	47.8	30.4	82.6	76	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	72	98.6	66.7	24.2	9.1	45.5	48.6	48.1	Yes	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	56.5	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	28.1	37.5	34.4	78.1	78.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	317	99.7	31.2	34.6	34.2	78.5	80.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	487	99.8	21.4	41.1	37.4	86.1	88.2	81.9	Yes	Yes
Gender										
Male	269	99.6	25.9	35.3	38.8	82.7	86.7	79.9	N/A	N/A
Female	218	100	15.9	48.3	35.7	90.3	90	84.1	N/A	N/A
Racial/Ethnic Group										
White	401	100	21.1	39.2	39.7	86.1	89.7	88.9	Yes	Yes
African American	58	98.3	21.8	50.9	27.3	87.3	80.9	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	94.6	I/S	I/S
Hispanic	23	100	26.1	43.5	30.4	82.6	82.6	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	72	98.6	57.6	34.8	7.6	53	56	47.3	Yes	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	65.2	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	28.1	34.4	37.5	84.4	85.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	317	99.7	27.5	43.6	28.9	81.9	83	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	320	100	28.2	38.7	33.1	71.8	76	68.6
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Gender

Male	184	100	31.4	31.4	37.1	68.6	77.1	68.3
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Female	136	100	23.8	48.5	27.7	76.2	74.8	68.9
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Racial/Ethnic Group

White	272	100	27.4	37.1	35.5	72.6	79.5	80.7
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African American	31	100	36.7	43.3	20	63.3	62.8	51.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.4	85.3
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Hispanic	13	100	30.8	46.2	23.1	69.2	57.9	61.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
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Disability Status

Disabled	55	100	68.6	23.5	7.8	31.4	35.1	35.7
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Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	37.5	42.9
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English Proficiency

Limited English Proficient	15	100	21.1	57.9	21.1	78.9	65.2	60.7
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Socio-Economic Status

Subsidized meals	202	100	38	41.1	20.8	62	66.8	57.3
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Social Studies

All Students	324	100	26.5	31	42.5	73.5	78.5	72.5
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Gender

Male	173	100	28.8	25.2	46	71.2	79	72
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Female	151	100	23.8	37.8	38.5	76.2	77.9	73.1
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Racial/Ethnic Group

White	262	100	27.1	28.7	44.1	72.9	80.2	81
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African American	43	100	26.8	46.3	26.8	73.2	72.7	60
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.1	89
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Hispanic	17	100	17.6	29.4	52.9	82.4	68.2	69.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
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Disability Status

Disabled	43	100	61	24.4	14.6	39	43.5	40.5
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Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	46.7	53.8
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English Proficiency

Limited English Proficient	15	100	15.8	31.6	52.6	84.2	73.3	69.7
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Socio-Economic Status

Subsidized meals	208	100	35.6	30.4	34	64.4	70.3	62.9
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Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	177	100	24.7	42.9	32.4	75.3	82	73.2	95.2	96.3
Gender										
Male	96	100	29.3	42.4	28.3	70.7	77.9	67.2	95	96.3
Female	81	100	19.2	43.6	37.2	80.8	86.7	79.4	95.5	96.4
Racial/Ethnic Group										
White	148	100	24.1	39.7	36.2	75.9	85	81.5	94.9	96.1
African American	22	100	22.7	63.6	13.6	77.3	73.2	61.3	96.6	97.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.4	87	98.8	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.1	66.7	97.2	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	90.4	95.6
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	30.4	32.4	26	93.3	95.3
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	98.1	97.7
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69.1	65.7	96.9	97.2
Socio-Economic Status										
Subsidized meals	118	100	31.3	44.6	24.1	68.8	73.8	63.2	94.6	95.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	156	100	30.6	35.4	34	69.4
	7	176	99.4	22.6	34.8	42.7	77.4
	8	182	100	26.9	32.9	40.1	73.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	15.2	40	44.8	84.8
	7	157	99.4	32	28.6	39.5	68
	8	178	100	25.3	33.5	41.2	74.7

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	156	100	23.1	50.3	26.5	76.9
	7	176	99.4	23.8	40.2	36	76.2
	8	182	100	28.7	55.1	16.2	71.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	17.9	42.8	39.3	82.1
	7	157	99.4	28.6	35.4	36.1	71.4
	8	178	100	18.2	44.7	37.1	81.8

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	78	100	37.3	50.7	12	62.7
	7	175	100	14.6	51.2	34.1	85.4
	8	91	100	19.3	47.7	33	80.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	100	19.4	52.8	27.8	80.6
	7	157	100	29.7	37.8	32.4	70.3
	8	87	100	32.9	28.2	38.8	67.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	78	100	19.4	44.4	36.1	80.6
	7	175	100	25	37.8	37.2	75
	8	91	100	27.8	26.6	45.6	72.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	100	11	43.8	45.2	89
	7	157	100	35.8	25.7	38.5	64.2
	8	91	100	23.5	29.4	47.1	76.5
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	100	30.4	31.8	37.8	69.6
	7	178	99.4	26.5	50	23.5	73.5
	8	179	98.9	17.5	39.8	42.8	82.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	177	100	24.7	42.9	32.4	75.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample